**Course: Math 7 CCSS Standard Number(s): 7.NS.1d Day: 4**

**Unit # and Title: Unit 1-Adding Integers Day 2Block(s)/Period(s): 1 2 3 4 5 6**

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| **Unit Essential Question(s):** | **Where do we see fractions, decimals, and percentages being used in our real world?**  **How do we represent fractions, decimals, and percents using models, words, and symbols?** | | |
| **Learning Target(s)**  **“I can statements”** | * **I can use properties to add integers without the use of models.** * **I can use properties to add integers in real-world context.** | | |
| **Essential Vocabulary** | **Integers, positive, negative, rational, fractions, decimals, additive inverse, opposite.** | | |
| **Resources and Materials** | **Teacher** | | **Student** |
| **Board, eraser, marker, example problems** | | **Pencil, paper(notebook), and Adding Integers Level 2 worksheet.** |
| **8 Mathematical Practices:** | | | |
| x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics. | | x 5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  x 8. Look for and express regularity in repeated reasoning. | |
| **Activating Strategy**  **(Opening Activity)** | **The students will complete the second column on the Adding Integers Level 1 Worksheet.** | | |
| **Cognitive Teaching Strategies**  **Me/We/Few/You**  **(TIP-Teacher input**  **SAP-Student actively participates**  **GP – Guided Practice**  **IP-Independent Practice)** | **Me/We/Few/You:**  **The class will go over homework/Warm-up by playing Amigo Bingo. Have the students create a 5x 5 grid and number 1-25 in any random order. Teacher will have slips of paper with number 1-25 on them. Place numbers in a bucket/hat/etc. Teacher will randomly call on a student to give the answer. If the student has a correct answer, the teacher or student will draw a number out of the bucket. Then everyone will mark that number of on their boards. If the student gets it wrong, the teacher doesn’t pull a number. Repeat this process until one or two students get bingo. Can give them a prize.**  ***note: Can’t play Blackout!!***  **The teacher will tell the students that we are continuing to add integers without the use of models. Explain we are going to use larger numbers. Complete the following problems together.**  **1. -12 + -43 = -55**  **2. –29+ 29 = 0**  **3. -47 +40= -7**  **4. -300 + 400 =100**  **5. -400 + -500 = -900**  **6. 96 + (-74) + (-22) = 0**  **7. -35 + (-35) + 18= -52**  **Go over those with the students. Then have the students create their own problem and switch with a neighbor to solve. Then discuss and explain with each other.**  **Now let’s look at where you would see these in the real-world.**  **Let’s try an easy one first…**  ***Example 1:***  ***Paul gained 13 pounds in January. He lost 8 pounds in Feburary.***  ***a. Write an expression that can be used to find the change in Paul’s weight.***  ***b. Solve the expression that you found in a.***  ***Example 2:***  During the second half of a trivia game, Clayton scored 600 points in the pop culture round and -500 points in the automobiles round. What was his score for the second half of the trivia game? 600 + -500 = 100  Example 3:  Lupita spent $2,000 on a laptop computer and deposited a $5,000 paycheck. Which integer represents the change in how much money Lupita had?  -2000 + 5000 = 3000  Example 4:  Shareese ended a hike at an elevation of 2,000 feet above sea level. She had started at an elevation of 1,000 feet below sea level. Which integer represents Shareese's change in elevation? 2000+ -1000 = 1000  Now as same as before give the students 5 minutes to create a world problem. Then give students 2 minutes to exchange problems with a partner. Then give students 3 minutes to discuss and explain their answer to each other. | | |
| **Summarizing Strategy**  **(Closing Activity)** | **Parking lot: On a post note, write down what you understand and what you don’t understand.** | | |
| **Assessment/Homework** | **Adding Integers Level 2 WORKSHEET** | | |
| **Extending/Refining** | **Extending: The students who are finished with adding integers by playing integer wars with a deck of cards. Students will take out all the face cards (A’s,King’s, Queens, etc.) The black cards represent the positive numbers and red represents negative numbers. Students will lay a card out at the same time and the person who can add the numbers the fastest gets the cards. The person with the most cards at the end wins.** | | |